



Traffic Education

Standards/Requirements/Procedures

For

High School

Driver Education Programs

State of Montana
Health Enhancement and Safety Division
Traffic Education Unit
Office of Public Instruction
PO Box 202501
(406) 444-4432



Montana Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
www.opi.state.mt.us

Introduction

This publication outlines the minimum program requirements and procedures necessary for Montana school districts to offer a quality “state-approved” traffic education (driver education) program.

Traffic Education (high school driver education) is part of the basic education of all students; and, if offered, must be available to all eligible students within the school district’s geographic jurisdiction (10.13.307 A.R.M). For school accreditation purposes, traffic education is an elective course and can be offered as part of the regular school curriculum to meet graduation requirements. A unit of credit is defined as the equivalent of at least 225 minutes per week for one year. Fractional credit for course work not meeting the full unit requirement can be awarded.

School districts have the choice of offering traffic education as part of the basic system of free quality public education of all students as outlined above, or including it as part of an “extended” school day program on Saturdays, or as a summer school program. Districts may contract with qualified “state-approved” teachers for the conduct of their “state-approved” program.

Many schools charge students for traffic education. However, excessive registration fees will prevent a percentage of students from enrolling.

Traffic accidents are the leading cause of death and injury to Montana youth and can directly affect a student’s potential “success” in life, as well as contribute to the overall health care costs for all Montanans. Traffic education forms the foundation for safe driving behaviors.

Hopefully, this publication provides the answers you seek to questions about traffic education. Should you need additional assistance or wish to make suggestions or comments, you may contact the Office of Public Instruction, Traffic Education Unit, via mail or call (406) 444-4432. The driver education Web site is located at www.opi.state.mt.us/drivedred.

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I. Program Requirements

A. The Traffic Education Program (10.13.307 - 308 A.R.M.)

An approved traffic education program for student drivers must:

1. be provided only by school districts operating a junior high school or high school;
2. be for students who are 15 years old or older, or who will reach their 15th birthday within six months of course completion;
3. be taught by a teacher(s) of traffic education approved by the superintendent of public instruction;
4. be based on a curriculum guide, or guides, readily available for review from the superintendent of public instruction or traffic education staff. A student must meet the minimum performance objectives identified by the local school district in order to be considered as having successfully completed the program;
5. be scheduled so that a sufficient number of courses are provided to allow every eligible student within the school's geographic jurisdiction an equitable opportunity to enroll;
6. consist of at least 60 hours of structured learning experiences scheduled over no less than 25 days (21 days after September 1, 2002; 23 days after September 1, 2003; 25 days after September 1,

An approved traffic education program for student drivers must: be scheduled ... to allow every eligible student within the school's geographic jurisdiction an equitable opportunity to enroll;

2004). These learning experiences must include at least six hours of behind-the-wheel-in-traffic driving instruction scheduled over no less than six student-contact days. Twelve hours of simulation may be substituted for two hours of behind-the-wheel instruction for those schools having traffic simulator equipment approved by the Office of Public Instruction;

7. provide behind-the-wheel instruction only to students who are currently participating in classroom instruction. All program phases must be conducted using concurrent or integrated scheduling;
8. use only dual-control vehicles that are equipped according to standards established by the superintendent of public instruction;
9. have property and liability insurance sufficient to protect the school, teachers, students, the public, the vehicle(s), and its owner;
10. use the form titled, "School/Dealer Vehicle Use Agreement" (form TE02) or the school equivalent, when a traffic education loan vehicle is procured from a vehicle dealer;

11. complete all reports and documents required by the Office of Public Instruction and the Department of Justice, Motor Vehicle Division in the time frames required;

12. submit a clear and complete explanation to the traffic education specialist, Office of Public Instruction, along with the school district application forms. Approval of a departure request must be granted before the program begins; and

13. not fail to comply with the program requirements that shall be grounds for the superintendent of public instruction to deny or revoke the approval of the school's traffic education program application.

(See *Appendix G* for definitions that apply to the above and following regulations.)

B. The Cooperative Driver Testing Program (CDTP) (10.13.314 A.R.M.)

The Department of Justice may authorize public school districts conducting a traffic education program approved by the superintendent of public instruction to administer to the district's traffic education students required standardized knowledge and road tests and to certify the test results to the Department of Justice, provided that:

1. the school district completes, signs, and submits an "Intent to Participate" affidavit to the Motor Vehicle Division of the Department of Justice;
2. each of the school district's teachers who teach all or part of the district's traffic education curriculum:
 - a. is approved under this chapter as a traffic education teacher;
 - b. has attended and successfully completed a cooperative driver testing program training class conducted by the Department of Justice; and
 - c. has completed, signed, and submitted an "Instructor Compliance Affidavit"; and
3. the school district and its traffic education teachers administer the program as outlined in the cooperative driver testing program plan prepared by the Department of Justice, Motor Vehicle Division.

The school district's cooperative driver testing program shall be subject to review by the Department of Justice. The Department of Justice may terminate the district's authorization to participate as a cooperative driver testing school district or a teacher's cooperative driver testing program credentials if the Department of Justice's review indicates habitual, intentional or negligent non-compliance by agents of the school district and/or the traffic education teacher.

4. The district "Intent to Participate" and the "Instructor Compliance" affidavits are available from the Department of Justice, Motor Vehicle Division, PO Box 201430, Helena, MT 59620-1430; telephone (406) 444-1772.

C. The Teacher (10.13.310 A.R.M.)

All teachers of traffic education must have:

1. a valid Montana teaching certificate issued by the office of public instruction, educator licensure. (It is strongly recommended that the teacher have a "traffic education - 99" endorsement on their license.);
2. approval as a teacher of traffic education issued by the superintendent of public instruction, traffic education. Approval to teach traffic education shall be renewed with each renewal of the teacher's license;
3. a minimum of eight (8) semester hours of credit course work in traffic safety education.

This eight-semester hour block must include a driver task analysis (classroom) and behind-the-wheel (developing vehicle operational skills) course. For each succeeding

The school district's cooperative driver testing program shall be subject to review by the Department of Justice.

renewal of the teacher's license, after initial approval, the teacher must accumulate four (4) semester hours of credit course work in traffic safety education until such time as an endorsable minor, or its equivalent (20 semester qualifying credits), has been completed.

4. a valid driver's license; and
5. a responsible local, state, and national, driving record free from more than one moving traffic conviction within any 12 month period of the previous 36 months; any alcohol related traffic convictions within the preceding 36 months; any driver's license suspension, cancellation, revocation or denial within the preceding five years; any involvement in any fatal traffic accident during the previous five years; or declaration of habitual traffic offender.
6. A teacher's failure to maintain the requirements for traffic education teacher approval constitutes grounds for the immediate revocation of the approval to teach traffic education. Any revocation of approval may be appealed to the deputy superintendent of public instruction within 30 days of the date of the notice of revocation of approval. The deputy superintendent shall review the revocation and either confirm or reverse the revocation. Mail the appeal to Deputy Superintendent of Instruction, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.

All teachers of traffic education must have: ... a responsible local, state, and national, driving record free from more than one moving traffic conviction within any 12 month period of the previous 36 months;

item 3, the teacher may request an extension for approval to teach traffic education, subject to the following:

1. A one-time, one-year emergency extension of approval may be granted for a teacher who received initial approval but who has not been able to complete the required four semester or six quarter traffic education credits for re-approval. The public school district or eligible nonpublic school shall submit a letter to the Office of Public Instruction stating it has advertised for a traffic education teacher and that no qualified individuals were available to teach. In addition, the teacher for whom the school is seeking an emergency interim approval shall submit to the Office of Public Instruction a plan outlining how the teacher will satisfy the required course work within the one-year extended period.
2. A one-time, extenuating circumstance extension of approval may be granted for a period up to two years. The district and teacher shall submit the same documentation required in (2)(a). In addition to the above documentation, the teacher shall submit a statement of a compelling reason why course work deficiencies cannot be completed within one year, and shall assure the Office of Public Instruction that the teacher will complete the traffic education minor, or its equivalent, within the extension period.
3. If other traffic education teachers are available to the school district, no emergency or extenuating circumstance extensions shall be granted. Both such extensions are contingent upon the other renewal requirements, including a valid driver's license, an approvable driving record and successful renewal of the teacher's Montana teaching license.

Special Approval Provision

If a teacher's approval to teach traffic education has expired and the teacher has not met the renewal requirements listed above in

D. The Vehicle (10.13.311 A.R.M.)

Vehicles used for the behind-the-wheel driving phase of traffic education may be procured through a loan, lease, or purchase arrangement. Regardless of the method, it is essential that a sufficient number of vehicles be available for instructional use. Each traffic education vehicle must be equipped, maintained, repaired, identified, insured, stored, and used according to the following:

1. Required equipment:

- a. dual-control brake capable of bringing the vehicle to a complete emergency stop;
- b. all current federal motor vehicle safety standards (FMVSS);
- c. two exterior mirrors and a teacher's rearview mirror;
- d. first aid kit with contents appropriate for possible minor injuries sustained during instruction;
- e. flares or reflector warning devices;
- f. periodically inspected and operable fire extinguisher located in the passenger compartment;
- g. accident report forms; and
- h. operable safety belts for each occupant. All occupants shall utilize a safety belt at any time the vehicle is in motion.

2. Recommended equipment:

- a. power steering and power brakes;
- b. split or bucket type front seat;
- c. four door sedan;
- d. air conditioning;
- e. tow cable;
- f. shovel, ax and bucket;
- g. flashlight;

- h. rear window defogger; and
- i. ignition cut-off switch.

3. Maintenance

The vehicles assigned for use in the traffic education program shall be kept in a safe operating condition. Maintenance and repair practices should be in conformance with manufacturer's recommendations and with the policy established by the school district and participating dealer. Vehicles shall be

given a periodic safety inspection by a knowledgeable person. The periodic inspection shall be conducted a minimum of once a year and prior to the annual commencement of behind-the-wheel

instruction. The district shall maintain and make available for review by the Office of Public Instruction, or its designee, a record of the safety inspections, which include:

- a. the date of the inspection;
- b. items inspected;
- c. condition of items inspected; and
- d. repairs made.

4. Vehicle Identification

All vehicles used in the traffic education program are to be identified by either an overhead sign, a rear sign, or both. When the rear sign is used, it must not be so large as to obstruct a driver's rear vision. Decals provided by the dealers are used only in conjunction with one or both types of signs.

5. Restriction of Loan Vehicles

Vehicles provided by dealers on a loan basis shall be used for traffic education purposes only unless the dealer(s) gives written authorization to use the vehicles for other purposes.

6. Licensing

"Exempt" license plates shall be obtained for a traffic education vehicle owned by, or

The district shall maintain and make available for review ... a record of the safety inspections, ...

provided to the district by a dealer. “Dealer” license plates are not to be used on these vehicles. Responsibility for securing exempt license plates rests with the school district. The school must obtain the appropriate application from the county treasurer. In the space provided for registered owner, type the name and telephone number of the school district and the name of the dealer providing the vehicle.

7. Insurance

Each practice-driving vehicle (including motorcycles) must be covered by an amount of insurance that meets or exceeds minimum requirements of local and state financial responsibility statutes.

8. Vehicle Use Agreements

A common method for procuring practice driving vehicles is a school/dealer use agreement between the school or school district and a cooperative automobile dealer or dealer group. Each school district must use the form entitled “School/Dealer Vehicle Use Agreement” (TE02) or its equivalent. This agreement form is self-explanatory and can be obtained by writing to Traffic Education Programs, Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.

If several dealers express a desire to provide practice-driving vehicles on a loan basis, the school district should either accept an equal number of vehicles from each dealer or should apply an annual rotation plan worked out with the dealer group or the local vehicle dealers association.

9. Vehicles Rented, Leased or Owned by the School

Vehicles assigned for use in the traffic education program must be readily available for this use. Use of vehicles for other purposes must not conflict with the traffic education instructional program. If a traffic

education vehicle is being used for purposes other than driving instruction, all identification as a traffic education vehicle must be removed.

E. Student Enrollment and Learner License(s) (10.13.312 - 10.13.313 A.R.M)

The trustees of any district operating a junior high school or high school may establish and maintain a traffic education course for students within the district’s geographic jurisdiction, provided that any student enrolled in the course will have reached their 15th birthday within six months of course completion. The district shall not be reimbursed for students completing the course at a younger age.

All students enrolled in the traffic education program and receiving behind-the-wheel instruction shall have in their immediate possession a valid Montana traffic education permit, a valid Montana traffic education learner license,

a valid Montana instruction permit or a valid Montana driver license as prescribed in Title 61, chapter 5 of the Montana Code Annotated (MCA).

1. Traffic Education Permit

A traffic education permit (TEP, also known as a restricted instruction permit or RIP) is authorized and prescribed in 61-5-106, MCA. It is valid from the date of issue until course completion as indicated by the expiration date, provided an approved traffic education teacher accompanies the student while driving. These permits are issued to the school district by the local driver examiner when presented official Office of Public Instruction approval for the current year. These permits shall not be given to the student, but shall be kept by the traffic education teacher and carried

... any student enrolled in the course will have reached their 15th birthday within six months of course completion.

with the teacher in the car when the student is receiving behind-the-wheel instruction.

2. Traffic Education Learner License (TELL)

A traffic education learner license (TELL) is authorized and prescribed in 61-5-106(2) MCA. It allows a student to practice driving only with a licensed parent or guardian or a qualified traffic education teacher. It does not allow the student to practice driving with any other licensed driver. This license can only be obtained while the student is successfully participating in, or has successfully completed, a state-approved traffic education program.

a. A TELL may be obtained:

b. through the local driver license exam office of the Motor Vehicle Division of the Department of Justice, provided:

(i) the respective school district personnel authorizes the student to apply for the license by placing his/her name on the “Student List” form (TE04) and transmits the student list, along with the “Certification” form (TE03) signed by the appropriate school district personnel to the local driver license exam office;

(ii) the student has paid the necessary fee and obtained the driver license receipt and application form.

(iii) the student presents the completed, notarized application and receipts for payment of the permit with proof of identity, certified birth certificate, proof of residency, and social security number to the examiner. The permit is valid for six months from the date of receipt.

(iv) the student is at least 14½ years of age.

(v) the student is successfully participating in or has successfully completed a state-approved traffic education program.

(vi) the student successfully completes all parts of the driver license examination other than the driving test; or

c. through a public school district participating in the cooperative driver testing program (CDTP) provided:

(i) the student is at least 14½ years of age and is enrolled in an approved traffic education program participating in the CDTP;

(ii) the student presents to the CDTP school district the completed, notarized application with proof of identity, certified birth certificate, proof of residency, and social security number;

(iii) the student successfully completes an eye exam and written knowledge test through the CDTP school district as authorized by the Department of Justice, Motor Vehicle Division. The permit is valid for six months from the date of successful completion of the written exam; and

(iv) the respective CDTP school district personnel places the student’s name on the “Student List” form (TE04) with an indication of a waiver for the knowledge test, and transmits student list, along with the “Certification” form (TE03) signed by the appropriate school district personnel to the local driver license exam office within three days of issuance of the TELL to the student.

II. Program Procedures

A. Application for Approval (10.13.308 A.R.M.)

1. A school district shall apply for and receive approval annually from the superintendent of public instruction in order to provide, and prior to commencing, a young novice driver education program. Public school districts eligible for public funding shall apply and receive approval from the superintendent of public instruction prior to starting a young novice driver education program in order to be eligible for state reimbursement from the state traffic education fund.
2. To obtain approval for a traffic education program, a school district shall complete and submit to the superintendent of public instruction an “Application for Approval of a Traffic Education Program(s) for Young Novice Drivers” form (TE01). This application form may be obtained from the superintendent of public instruction’s traffic education specialist. Following action by the superintendent of public instruction, a copy of the application shall be returned to the school district showing the approval status. All necessary forms and materials shall be forwarded at this time.
3. The traffic education teacher(s) teaching the program shall have approval issued by the superintendent of public instruction on or before the beginning date of the program in order for the school district to commence a traffic education program for young novice drivers, or for public school districts to be eligible for state reimbursement.

B. Reimbursement Requests (10.13.309 A.R.M.)

1. The administrative official of the eligible public school district shall submit a “Traffic Education Program Reimbursement Request” (a certified list of pupils who have completed a state-approved traffic education program) on or before July 10 for all students who completed the program during the preceding fiscal year. Forms TE03 and TE04 are the official request forms for reimbursement AND MUST BE SUBMITTED TO OPI AT THE COMPLETION OF EACH COURSE CONDUCTED, or no later than July 10 of each year, for all students that completed the program during the preceding fiscal year.
2. Reimbursement per student shall be based on the completion of at least 50 percent of the classroom portion and 50 percent of the behind-the-wheel portion of the course, and minimum age requirements. Reimbursement per student shall be paid whether the student passed or failed the course.
3. On or before August 31 of each year, the superintendent of public instruction shall disburse to the eligible public school districts, the amount of traffic education reimbursement money to which they are entitled based on the number of students listed on the reimbursement forms and on the money available for reimbursement in the state traffic education account.

Reimbursement per student shall be paid whether the student passed or failed the course.

4. Traffic education reimbursements received by eligible public school districts must be deposited in the district's traffic education fund and shall only be expended for traffic education related expenses.
5. State reimbursement for traffic education shall not be issued to public school districts that provide traffic education with unapproved teachers or operate a traffic education program not in compliance with Montana statutory and administrative law.

Students completing a traffic education course should be advised of the requirement for presenting a birth certificate, social security number ...

application form to the licensing official at the time they appear for examination unless they have successfully participated in the Cooperative Driver Testing Program (CDTP), in which case these documents will have been presented to the school.

2. Before students 15 years of age can obtain a driver license, the administrative official of the school district must verify successful completion of a state-approved traffic education program to the

county treasurer and/or licensing official. This is accomplished by submission of the forms TE03, Green-Notice of Successful Completion, "certification" page, and TE04, Green-Notice of Successful Completion, "Student List" page at the conclusion of the traffic education program.

These forms must be submitted periodically throughout the year as students under the age of 16 complete the traffic education program.

C. Driver Examination Procedures

(See Appendix B for more information.)

1. Students completing a traffic education course should be advised of the requirement for presenting a birth certificate, social security number and notarized driver license



Appendix A

Listing of Forms Available

Below is a list of traffic education program forms available upon request from the Office of Public Instruction, Traffic Education Program, PO Box 202501, Helena, MT 59620-2501. All forms are to be submitted by the respective deadline to the same address.

Note: Most of the forms are mailed out annually to the schools. All of the forms can be downloaded from www.opi.state.mt.us. Go to “Programs and Services,” then to the Driver Education—Traffic Education page.

➔ TE01—Application for Approval Traffic Education Program for Young Novice Drivers

Deadline August 1

This form must be completed, sent in to the OPI and approved before the school starts its program. The application is for the coming school year and the summer following the school year. Example 2003-04 school year with summer 2004 program. (Refer to color-coded instructions on form for distribution procedures.)

➔ TE02—School/Dealer Vehicle Use Agreement

This form, or it's equivalent, is used when a loan vehicle is obtained via a vehicle dealer. (Refer to color-coded instructions on form.)

➔ TE03—Certification for Traffic Education Programs (must be attached to TE04)

*Deadline July 10 for previous fiscal year (*white copy)*

Commonly referred to as the “signature page.” This form is completed at the beginning and the end of the program. Some of the pages go to the driver license examiner or the County Treasurer and one copy must be sent to OPI for reimbursement purposes. (*Refer to color-coded instructions on form for distribution procedures.)

➔ TE04—Student List for Traffic Education Programs (must be attached to TE03)

*Deadline July 10 for previous fiscal year (*white copy)*

This form is completed at the beginning and the end of the program. Some of the pages go to the driver license examiner or county treasurer and one copy must be sent to OPI for reimbursement purposes. (*Refer to color-coded instructions on form for distribution procedures.)

➔ TE05—Application for Approval as a Teacher of Traffic Education (completed by instructor)

This form must be completed with the renewal of every traffic education teacher's license, regardless if they have an endorsement in traffic education.

➔ TE06—Year End Report (Formerly called “Survey”)

July 10 for previous fiscal year

This form is submitted to the OPI annually no later than July 10 and provides information from the previous fiscal year. The form must be submitted in order to receive reimbursement from OPI.



Appendix B

Procedure for Obtaining a Montana Driver License

1. Pay the driver's license fee to a county treasurer or appropriate licensing official.
 - a. You will receive two receipts and an application form. (Receipts entitle you to three attempts to pass the examination within six months.)
2. Fill out your application form and study the driver's manual. Be sure to have signatures notarized or witnessed by a Department of Justice (DOJ) driver examiner.
3. Present the completed application and receipts to the driver examiner when you are prepared for the examination.
 - a. New applicants will be required to present to the examiner satisfactory proof of identity and date of birth at the time of the first examination. (A certified copy of applicant's birth certificate is required.)
 - b. Students are to bring their social security card to the exam station. Students who do not have a social security card should be advised to apply for one prior to driver licensing.

Be sure to have signatures notarized or witnessed by a Department of Justice (DOJ) driver examiner.

- c. The examination will consist of:
 - (1) a knowledge test of traffic laws, traffic signs, and safe driving practices, unless waived by a CDTP certified traffic education teacher;
 - (2) a vision test; and
 - (3) a "behind-the-wheel" road test, unless waived by a CDTP certified traffic education teacher. If you are not ready to take this test it may be postponed, and an Instruction Permit may be obtained which authorizes you to practice your driving while accompanied by a licensed operator for up to six (6) months from date the knowledge test was first attempted. If the Instruction Permit should expire before the entire test is completed, the applicant will be required to pay the fee and start over again.



Appendix C

Scheduling Considerations

Quality traffic education programs are characterized by several accepted principles of scheduling. Today, most traffic education programs are faced with financial limitations, time restrictions, and the chains of traditionalism. The following principles are offered as scheduling guides.

1. The classroom instruction and behind-the-wheel instruction should be offered on an integrated basis. This means scheduling the traffic education program to include a blend of the classroom and associated behind-the-wheel instruction during the duration of the traffic education course.
2. Inclement weather driving, within the abilities of the student driver, is encouraged as opposed to cutting back or canceling driving until the arrival of fairer weather.

The classroom instruction and behind-the-wheel instruction should be offered on an integrated basis.

3. Schedule two students per vehicle, per hour; three and four persons may reduce instructional effectiveness and waste time during driver changes. Never schedule only one student—it leaves the various parties vulnerable to perceptions and accusations of improprieties.
4. School policy should govern which students are accepted into the program first, second, and so on. You may want to consider age (oldest first), need (students who must financially assist family), grades, or first-come, first-served during sign up times. This policy must meet the criterion of being “equitable.” See definitions in Appendix G.
5. Traffic education instruction should be provided for in the regular school day, as well as after school, and in the summer, if your student enrollment justifies it. This will help assure that all eligible students in your school’s geographic jurisdiction have an equitable opportunity to enroll. (See Appendix F, Section III for more guidance.)



Appendix D

Perceptual/Physical Screening

Driving decisions and performance to a large extent depend on a clear, complete and accurate picture of the immediate surroundings. Ninety percent of a driver's decisions are based on perception. Perceptual/physical testing is a necessary part of a well-rounded traffic education program because it gives the student and instructor an insight into individual capabilities and how to compensate for any deficiencies.

Students should be able to demonstrate the ability to observe and recognize, in an efficient manner, the pertinent highway transportation system events and conditions for vehicle guidance along selected routes. The following is a list of various perceptual/physical screening that you may want to include before a student participates in the behind-the-wheel phase of the program:

Perceptual/physical testing is a necessary part of a well-rounded traffic education program ...

1. visual acuity;
2. distance judgment;
3. color recognition;
4. night vision;
5. glare vision and glare recovery;
6. central vision;
7. peripheral vision; and
8. reaction time.

This screening can be accomplished with appropriate equipment. The instructor can have students operate this equipment or divide the students into groups of two and have them screen each other.



Appendix E

Parent/Guardian Participation

Parental assistance can serve, not to replace the traffic education program, but to supplement the driving portion of the course. Parents should allow students to drive with them while taking the school course and after its completion.

The parental role is one of reinforcing skills introduced by the traffic education teacher; new skills should not be introduced by the parent. The important objective of traffic education, both formal and informal, is the development of an effective, efficient, and responsible highway user.

1. Guidelines and Sequence

Before the practice sessions, a good system of communication and method of instruction should be established so that each person knows what to expect of the other. To aid in parent-student-teacher communication, a check-off plan can be used by both instructor and parent so that each is aware of what the other is doing.

Before driving, the student should become familiar with the operation of all controls and safety devices since these differ from vehicle to vehicle.

Also, the vehicle owner's manual should be studied in advance.

At the beginning of the practice session, the student should start the vehicle, move it forward a short distance, and then stop a few times to adjust to the particular vehicle.

Easy left and right turns on level streets can be practiced first, followed by various

kinds of turning situations. Good timing and coordination, especially during the "unwinding" phase, should be emphasized. Lateral judgment can be developed by pulling parallel along a curb to within six inches.

2. Stress Visual Habits

To ensure good perceptive driving, stress visual habits behind the wheel. If the eyes keep moving throughout the entire 360 degrees of the driving environment, the driver can make the correct responses to clues and hazards, vital to proper vehicle operation.

Steering control, lane position, and speed control can be taught by using lightly traveled rural roads; good visual habits are essential to the development of all three skills. Allow practice time for adjusting speed control to road and traffic conditions, vehicle limitations, and driver proficiency.

Gradually, as the student becomes proficient in the manipulative skills and visual habits, you can progress into traffic, cross through streets, turn onto and off them, and then travel on them. Be aware of the traffic situations ahead of the student and give cues when necessary. Occasionally, have the student verbalize what is seen ahead.

If a hazardous situation should develop which the student is not prepared to handle, then it is best to pull over to the side and wait for the situation to clear up.

To ensure good perceptive driving, stress visual habits behind the wheel.

3. Keep Sessions Short

A few short practice sessions (30 to 45 minutes) are generally more effective than one or two longer sessions. After considerable practice, a long drive on the highway may suitably demonstrate the effects of fatigue and tension at the wheel.

Beginning drivers usually need to take more time to see and evaluate what they see. They should not feel embarrassed because of their need for extra caution or because of an experienced driver's lack of patience or understanding. Most new drivers should spend a minimum of 25 to 30 hours in supervised practice behind the wheel before they are granted the privilege to obtain a driver license. More hours are recommended, and some state graduated driver license programs require 50 or more hours of practice driving before a restricted license is issued.

The student driver will function and learn best under conditions where mutual respect abounds. The responsibility of the parent is fulfilled by giving proper guidance and setting good examples. Combined with formal high school traffic education, supplemental practice offers a sound contribution to the development of the skilled, safe driver.

Most new drivers should spend a minimum of 25 to 30 hours in supervised practice behind the wheel before they are granted the privilege to obtain a driver license.

REMEMBER, GET PARENTS INVOLVED! INFORM PARENTS ABOUT WHAT YOU WANT THE STUDENT TO LEARN. Use a booklet like this created as a guideline for parents or a brief instruction sheet with the procedure sheets included. Outline specific tasks, such as backing, that you want the student to practice with parents. Have a meeting with the parents of students who need additional practice, individually or as a group. The easiest communication, but not always the most effective, is the telephone. Inform the parent what and how you want the student taught. Issuance of a learner license to all students should

be carefully considered before practice is initiated. You might consider issuance of the learner license only after the student has passed the halfway point in your traffic education program. Of

course, it is your decision if and when to use this method to extend your program. We encourage you to try it. You might like it.



Appendix F

A Discussion of Traffic Education for Montana Schools

I. INTRODUCTION

Traffic education programs exist as a component of two complex systems, Montana's educational system and Montana's highway transportation system. Each system has its own set of goals, objectives, procedures and evaluation processes. Within Montana's educational system, traffic education competes for attention with an array of school subjects in regard to schedule, time and financial support. School decision-making officials should judge the potential of traffic education, along with other school subjects, based on relevance to the general objectives of the education system and the unique objectives which apply to the local school district. Acceptance as a priority curricular offering depends upon the degree to which traffic education contributes to the general objectives of education and the degree to which the course meets the needs of the local community.

As a part of Montana's highway transportation system, traffic education competes with diverse groups of components. The general objective of management forces within the highway transportation system is to provide safe, efficient, convenient, comfortable, economical and rapid movement of people and goods. Therefore, traffic education must produce safe and efficient highway users who are capable

Evaluating the effectiveness of the overall traffic education program is an indispensable means of improving instruction.

of (1) coping successfully with a variety of physical environments; (2) operating efficiently on complex traffic facilities; (3) controlling the vehicle they operate; (4) blending with other highway users; and (5) supporting worthwhile approaches to system improvement.

Although the nature of Montana's education system differs from the highway transportation system, traffic education must operate as a component of both systems. Decisions that effectively establish traffic education as the knowledge and beginning skill foundation for a variety of crash and risk prevention strategies and interventions will benefit the educational system, the highway transportation system, and society at large.

II. LOCAL RESPONSIBILITY

The leadership of the local school authorities, and particularly of the school district superintendent, is of paramount importance in a successful traffic education program. It is recommended that the responsibility for the overall school traffic education program be assigned to a qualified and interested individual.

Evaluating the effectiveness of the overall traffic education program is an indispensable means of improving instruction. School staffs should work cooperatively in developing and applying an evaluation plan designed to reveal needs or new directions for improving traffic education.

The evaluation plan should be an integral part of planning for and continuing instruction. School officials should work closely with teachers to:

1. prepare and arrange, in sequence, a series of clearly worded objectives that describe expected performances;
2. develop instructional modules or units which contain learning activities; and
3. produce suitable measurement or procedures for determining whether an individual or group has achieved the objectives.

III. PLANNING FOR INSTRUCTION

This section provides guidelines to assist the school district in planning, implementing and evaluating its traffic education program.

Classroom experiences in traffic education courses may be improved through the proper use of classroom activities that simulate in-vehicle skills, ...

A. Course Scheduling

The various phases of instruction (classroom and behind-the-wheel) should be integrated and correlated through appropriate assignment of students. Students should not be scheduled for dual-controlled vehicle instruction until they have acquired certain basic knowledge in the classroom phase and have experienced skill development exercises with simulation equipment, on a multiple-vehicle driving facility and/or an off-street driving area.

There are several different systems used in scheduling classes for traffic education. Each administrator will need to apply sound judgment in selecting a system, which will allow inclusion of traffic education in the curriculum of the school.

The following considerations should be taken into account:

- ✓ the number of students and how they are to be accommodated;
- ✓ the number of days/weeks needed to complete the course;
- ✓ the amount of time to be allocated to classroom instruction and behind-the-wheel instruction phases;

- ✓ the number of qualified teachers available; and
- ✓ the availability of dual-control vehicles.

During the regular school year, each traffic education program should be scheduled for a full semester. Traffic education programs should be included in the regular school curriculum whenever possible. Classes may be taught after regular school hours or on Saturdays, as well as on regular school days or as a summer school program.

1. Classroom Instruction

In the classroom, student experiences focus on the personal and social factors affecting the safe and

efficient movement of traffic. The theory of motor vehicle operation is explored and understanding is developed of the desirable roles to be played by all users of traffic facilities, including drivers, pedestrians, bicyclists, and motorcyclists. In planning for effective classroom instruction, approaches should be selected that will achieve goals through developing basic knowledge, desirable attitudinal or behavioral traits, and the fundamental knowledge needed to develop skills for efficient operation of motor vehicles. Classroom experiences in traffic education courses may be improved through the proper use of classroom activities that simulate in-vehicle skills, audiovisual teaching aids, multimedia arrangements, computers, and television.

2. Behind-the-Wheel Instruction

The objectives developed for the behind-the-wheel instruction phase should parallel and supplement classroom instruction. Students may apply and reinforce the knowledge and behavioral tendencies gained in the classroom, as well as acquire skills and establish desirable habit patterns.

Student experiences may include a combination of the following:

- a. behind-the-wheel experiences in a dual-control vehicle, operated under on-street conditions with the supervision of a teacher seated in the front seat to the right of the student;
- b. in-traffic observation experience in a dual-control vehicle;
- c. simulated experience consisting of filmed or realistic computer generated traffic events which provide students with opportunities to respond with realistic driving controls under the close supervision of a teacher; and/or
- d. behind-the-wheel experience in a practice driving vehicle which is operated on an off-street multiple vehicle driving facility.

3. Minimum Time

The need for recognition and support from within Montana's educational system and from within the transportation system requires increasing accountability for instructional results. Since experience has not demonstrated that time-based instruction offers reasonable or acceptable assurance of student accomplishment, many traffic education programs are moving toward criterion-referenced or performance-based instruction. This means that for each aspect of the total traffic education program careful study must be made to determine the desired performance levels of students and the alternate methods through which the performances may be attained. Until such time as minimum performance-based standards are determined and established as common practice, present Montana law requires that the minimum schedule for student achievement of course objectives be 60 hours of structured learning experiences

Stress should be placed on student achievement of high-level performance objectives

and any deviation from the 60 hour approach must be approved in advance by the Office of Public Instruction.

In a competency-oriented program, the amount of time needed by a group or an individual student for learning a unit concept or topic could vary.

Students need experience in both classroom and behind-the-wheel instruction. Stress should be placed on student achievement of high-level performance objectives instead of time-based exposure to specific units of instruction.

B. Types of Courses

1. Dual-Control Vehicle Plan

The dual-control vehicle plan consists of classroom instruction plus actual in-traffic driving experience and observation time in a dual-control vehicle. There is a ratio of one teacher to one student behind-the-wheel, with up to three more students as in-vehicle observers. Within each group, students rotate from observation to behind-the-wheel instruction. Most of the practice driving activity takes place on streets and highways accessible to the school site, using existing traffic conditions as the learning environment.

Experience indicates that the low teacher-pupil ratio in a dual-control vehicle provides students with an amount and type of individual attention that meets their needs. Teachers are able to vary the method and the length of instruction in order to bring all students up to a satisfactory performance level. Another positive conclusion is that student observers learn quickly from both the mistakes and the accomplishments of the student behind-the-wheel. On the negative side, the low teacher-pupil ratio results in a relatively high cost of instruction per student per unit of instructional time. Another weakness is the failure to provide teachers with a means

of determining either the student's potential ability or performance level gained through previous experience in advance of scheduling for in-vehicle instruction. Also, this plan offers no safe, practical, and effective method of developing in students habituated responses to collision-producing emergency situations. The practice driving activity is limited to streets and highways accessible to the school site. In rural Montana, this may represent minimal exposure to the varieties of traffic conditions and situations youngsters will be exposed to in their driving career.

Experience leads to the conclusion that better results are obtained when student experiences in the classroom and behind-the-wheel phases are closely correlated. One method of accomplishing this is to have teachers rotate assignments between the two phases, using course content and teaching strategies derived from careful planning by the entire instructional staff.

2. Simulator Plan

The simulator plan calls for regular classroom instruction, simulated practice driving experiences using approved electronic equipment, and behind-the-wheel learning in a dual-control vehicle operated in traffic. The simulation equipment is located either in a classroom or in a mobile unit which can be moved from one location to another.

Research studies have demonstrated that use of simulation equipment as a part of traffic education produces students who are at least as adequately prepared as are students who have taken the dual-control vehicle type of course. The simulation medium permits teachers to assess the readiness of students before they are scheduled for on-street practice. Simulation experience can

improve the student's ability to identify and predict what other road users may do, make sound decisions and carry out the decisions effectively. It offers them experience with a wider range of traffic situations than would be possible in many parts of Montana.

Not only is the scope of instruction expanded but the order of exposure to more complex learning situations may be arranged progressively with the students' acquisition of advanced skills. The simulation plan gives the students practice, without undue risk,

in recognizing common emergency situations and selecting the most appropriate response. The opportunity to learn proper responses to collision-producing situations should be an integral part of all traffic education courses. It has also been shown that the simulator plan can prepare students at a lower per pupil cost when the equipment is used on a full-time basis, and student enrollment is adequate.

A weakness is that mastery of manipulative skills in a simulator that does not necessarily assure comparable performance in the dual-control vehicle. In addition, simulation does not lend itself to learning in regard to all driving skills. Examples are skid control and parallel parking.

3. Multiple Vehicle Driving Plan

This plan consists of the regular classroom instruction, behind-the-wheel learning in a dual-control vehicle operated in traffic, and varying amount of time on an off-street multiple vehicle driving facility.

A unique benefit of this plan is the greater opportunities students have to practice basic maneuvers. The increased opportunity arises not only from the extended time available, but from the design of the facility which requires most of the time to be spent maneuvering a car and very little time devoted to steering it down a straight road-

The opportunity to learn proper responses to collision-producing situations should be an integral part of all traffic education courses.

way. Such a facility should consist of a hard-surfaced area on which a number of student-operated vehicles are used simultaneously under the direct supervision of one or more teachers. The area should include space for development of fundamental driving skills and decision-making processes, road surfaces wide enough for two-way and multiple lane traffic lanes, and an electronic or otherwise effective means of communication between teachers and students. In addition, the driving facility experience requires students to rely on their own learning rather than depending on a “patient” teacher, ready to remind them of all the necessary driving acts or to use the dual controls. Students often come better prepared for the scheduled learning sessions, form sound decision-making habits, and develop self-reliance, confidence, and performance ability at a faster rate. The multiple vehicle plan also permits teachers to evaluate the level of motor skills achieved by students in order to provide special attention to individual needs and to tell when students are ready to drive in actual traffic conditions. With appropriate space and design features, this facility can provide students with an opportunity to practice certain emergency maneuvers of an evasive nature.

The advantages cited are concerned with quality of instruction, but the per student cost advantage for this type of laboratory instruction must not be overlooked. In dual-control vehicle instruction, the teacher-pupil ratio is one to one; on the multiple vehicle facility, one teacher can work effectively with 12 or more students.

4. Multiple-Phase Approach

The multiple-phase approach provides perhaps the best possible framework for achieving the central purpose of traffic education in that it combines the advantages of the dual-control vehicle plan, the simulator plan, and the multiple-vehicle plan, and may add a multimedia package. Scheduled

for 90 hours, a multiple-plan course may provide each student with up to 45 hours in the regular classroom, 15 hours of multimedia, 12 hours of simulator instruction, six hours of multiple-vehicle instruction, and as much as three hours of dual-control vehicle instruction. This approach enables each student to have observation experience in traffic and time for scheduled project activities. There is also time for the use of television and other innovative approaches as they become available.

The principal disadvantage of the multiple-phase approach is the sizable investment required for the initial procurement of equipment and facilities. However, when the useful life of the equipment and facilities and the improved teacher-pupil ratio are taken into account, per student costs of the multiple-phase approach are at least comparable to those of the dual-control vehicle plan.

C. Course Content

Content of traffic education courses for student drivers should treat, but not be limited to, the following areas of study:

1. basic and advanced driving maneuvers;
2. perceptual and decision-making techniques;
3. the effects of drugs, including alcohol, and other substances on the driving performance;
4. rules of the road, state traffic laws, and local ordinances;
5. signs, signals, highway markings, and highway design innovations which require understanding for efficient driving performance;
6. operation of motor vehicles on streets and highways with emphasis on techniques that will aid the driver and passenger in the event of a collision, and

facilitate the transportation and care of injured persons;

7. special characteristics of urban, rural, and freeway driving;
8. information on the capabilities and limitations of other highway users, such as pedestrians, bicyclists, motorcyclists and operators of commercial vehicles;
9. special techniques for coping with emergency situations and environmental factors such as wind, rain, flooding, heat, ice and snow;
10. preventive maintenance, with emphasis on motor vehicle systems and subsystems, which are critical to safe operation;
11. first aid and natural laws relating to the driving task;
12. comprehensive highway safety programs, like law enforcement, and how they are developed and improved;
13. career awareness;
14. consumer education; and
15. energy conservation as it relates to the driving task and the ecological impact of transportation.

In order to provide a basis for program improvement in traffic education, school officials responsible for the program should conduct ongoing evaluations to determine the effectiveness of courses provided ...

D. Evaluation and Reporting

In order to provide a basis for program improvement in traffic education, school officials responsible for the program should conduct ongoing evaluations to determine the effectiveness of courses provided by its high school(s). As a part of the plan, every effort should be made to collect and assess the graduate's driving records.

The evaluation plan should include school and district recording of the name, birth

date, and course completion date of each student completing the program, and the per pupil cost for that instruction.

A simple cost-effectiveness comparison can be made for a given type of traffic education course in one school with that of other schools in the district or county of the state.

High schools should have the following information available for reporting purposes:

1. a description of the traffic education course offered, including documentation of departures from established minimum Office of Public Instruction standards required for course approval;
2. a roster of traffic education teachers and administrators, along with their location of assignment and their qualifications and certification status; and
3. an accurate description of physical facilities and equipment made available at each school for traffic education, including complete information pertaining to practice driving vehicles.

A record of students who have successfully completed each type of traffic education course should be maintained for five or more years

for possible research purposes. Effectiveness of programs over the time period should be determined.

E. Parent/Guardian Participation

Time available for behind-the-wheel instruction is often limited to the extent that some students do not attain the desirable skill level. In some instances, the concerned students do not receive a passing grade and, in other cases, additional practice under supervision is provided after completion of

the course. Parents/guardians are not usually aware of the course content or methodology employed by traffic education instructors. As a result, the parent/guardian is unable to apply adequate standards when supervising supplementary in-vehicle driving practice.

Various procedures have been evolved to remedy this deficiency. Some school systems have prepared special forms which are mailed to parents/guardians or are delivered by students. These forms identify driving weaknesses and ask the parent/guardian to provide the student with additional practice under supervision. However, this procedure has proved to be a somewhat negligible solution to the problem. Other school systems have developed a special "parent/guardian participation curriculum guide" with supplemental lesson plans. The teacher interprets the course and explains the role of parents/guardians in providing students with additional practice while the school traffic education course is being conducted. In general, the results have been encouraging. Often, with parents/guardians concentrating on the development of fundamental manipulative skills, teachers have more time (in-vehicle) to devote to decision making, visual/perceptual skills, and advanced elements of the driving task.

F. Resources

Wise use of resource people, films, tape recordings, filmstrips, etc., is most valuable.

Unwise use, without planned educational purpose, however, is a waste of time. Seldom should a film, tape, resource person, filmstrip, etc., be expected to carry the full burden of an educational program. The teacher ceases to fulfill the role as leader and director of the education activities of the classroom when outside aids, whether they be human or mechanical, are not tightly woven into a planned

Seldom should a film, tape, resource person, filmstrip, etc., be expected to carry the full burden of an educational program.

educational program which continually moves along to accomplish its designed purpose.

1. Resource Personnel

When a resource person is used, the appearance should be well planned. A list of questions should be drawn up ahead of time by the students. The guest speaker should be supplied with a list of these questions ahead of time. Some suggested resource people are:

- a. car dealer;
- b. doctor;
- c. finance person;
- d. highway patrol officer;
- e. insurance agent;
- f. judge;
- g. lawyer;
- h. local police;
- i. mechanic;
- j. traffic engineer; and
- k. Operation Lifesaver presenter.

Where class periods are long (50-60 minutes), do not expect your guest to speak the entire time. Use of a film or demonstration can help to increase interest and produce a better discussion.

2. Field Trips

Field trips can present first-hand experience not possible in the classroom. A trip must be well planned. Students should be involved and have some objective to accomplish. Each student or group of students should have some assignment. Notify any person or business well in advance of your visit.

Possible field trips are:

- a. car dealership;
- b. emergency driving procedures workshop;
- c. driver licensing station;
- d. garage;
- e. highway department;
- f. large city;

- g. traffic court; and
- h. service station.

3. Videos

These resources should be ordered on a yearly or semester basis. Teachers should consider the advantages of making their own slides and videos. This allows for better organization, and the instructor can emphasize those things deemed important.

Sources:

- a. private industry;
- b. National School Safety film catalog(s);
- c. Lucy Carson Library at the University of Montana-Western;
<http://www.umwestern.edu/Academics/library/COLL/opi.html>; and
- d. public service organizations.

There are a whole host of new resources available to the teacher and student who is familiar and fluent with the Internet and various computer technologies. The Internet provides access to a world of resources and a variety of computer applications. Digital imaging tools, including digital cameras allow easy development of electronic slide and video presentations.

Good community and media relations in connection with traffic education enable the school to achieve public backing not only for the course but for the entire school program.

G. Community Relations

Traffic education is an area of the total school program that is constantly in the public eye. Parents, of course, have a con-

cern for their children's safety in traffic; sharing this concern are many governmental officials and community agencies. For this reason public information media are always eager to present traffic topics. It thus behooves teachers and school administrators to do everything possible to see that the traffic education course is of top quality that truly reflects the total school program.

Good community and media relations in connection with traffic education enable the school to achieve public backing not only for the course but for the entire school program. After everything administratively possible is done to assure that the best instruction can take place, then students, parents, traffic police, license personnel, representatives from civic clubs, governmental agencies, community leaders, and news media people are brought in to help improve the program. School-community cooperative endeavors should take place. For example, an off-street multiple vehicle driving facility can become a focal point of activity during non-school hours. Methods of continuously interpreting the program to the public and its

leaders include the following:

1. examples of good teaching and safe driving practices exhibited on streets and highways, as well as in classrooms and on special facilities;
2. providing the news media with regular and special news items;
3. in-service work with the entire faculty;
4. proper care and exclusive use of practice driving vehicles for instructional purposes;
5. recognition by each teacher that, because they are known throughout the community, they must set a good example for driving behavior;

6. acceptance by teachers and administrators of every opportunity to appear before civic groups to tell of both accomplishments and the needs of traffic education; and
7. open house and parent/teacher conferences.

H. Safety Belts and Protection

Safety belts are “preventive medicine.” Their major functions are as follows:

1. they prevent ejection from the vehicle in case of a crash (There is five times the risk of death if an individual is thrown from the vehicle.);
2. they lessen injury inside the vehicle;
3. they restrain and decelerate the body with the vehicle, thus minimizing injury;
4. they hold the body in the seat during sudden stops and turns, giving the driver better control over the vehicle; and
5. they prevent fatigue by preventing slouch and muscular activity which otherwise would be needed to keep the body in the seat as the vehicle bounces or turns.

I. Nighttime Instruction

Darkness is the most common and, perhaps least regarded, visual handicap. Classroom discussion, films and other approaches should be used to make the student aware of the problem of night driving. Where possible, school districts are encouraged to provide vehicle instruction during hours of darkness. This provides students with supervised vehicle operating experience under conditions that are less than ideal—a very real part of everyday driving.

J. Other Traffic Education Courses

Traffic education courses should be provided within school districts for beginning adult drivers, meeting special needs of individuals and groups (such as individuals with handicapping conditions), driver improvement, vocational purposes, motorcycle safety, snowmobile safety, recreational vehicle safety and advanced driving. Such courses should:

1. be based on current curriculum guides approved by the Office of Public Instruction;
2. provide behind-the-wheel instruction only to students who are currently participating in the classroom phase of the program;
3. use only practice driving vehicles that are equipped according to standards established by the Office of Public Instruction and are covered by insurance sufficient to protect the school, teachers, students, and the public; and
4. use only appropriately qualified teachers.

K. Motorcycle Safety Education

An appropriate amount of traffic education course time should be devoted to the relationship between automobiles and motorcycles. This instruction should bring out the fact that many traffic collisions involving automobiles and motorcycles occur because one or both operators are not aware of the special characteristics of the contrasting vehicles.

It is further recommended that schools offer a beginning motorcycle safety course on an elective basis for those intending to ride motorcycles. For information, contact the Montana Motorcycle Safety Education Program (MMSEP) at 1-800-922-BIKE or visit <http://motorcycle.msun.edu/>.

Appendix G

Definition of Terms

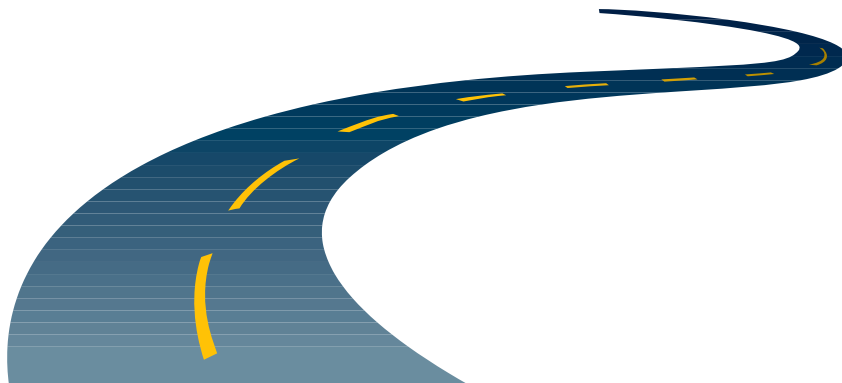
“CDTP” Cooperative Driver Testing Program. A joint program of the Montana Department of Justice, Driver Services Bureau and the Montana Office of Public Instruction that authorizes approved driver education teachers teaching in an approved driver education program to administer the written and skills tests for a driving permit on behalf of the Department of Justice.

“Concurrent scheduling” Scheduling the traffic education program without an interruption of instruction between classroom instruction and behind-the-wheel instruction. [10.13.307 (4)(a) A.R.M.]

“Eligible student” Any youth who lives within the geographic boundaries of the public school district whether or not they are enrolled in the public school district and who meets the age requirements of 10.13.312 and has not yet reached 19 years of age on or before September 10 of the school year in which the student participates in traffic education. For the purposes of this rule, traffic education programs conducted during the summer months shall be considered part of the school year immediately preceding the summer months. [10.13.307 (4)(b) A.R.M.] (... students enrolled in the course will have reached their 15th birthday within six months of the course completion.) (10.13.312 A.R.M.)

“Equitable” Treating all eligible students fairly and without bias in the notification, enrollment, and class administration procedures associated with traffic education. [10.13.307 (4)(c) A.R.M.]

“Integrated scheduling” Scheduling the traffic education program to include a blend of classroom instruction and associated behind-the-wheel instruction during the duration of the traffic education course. [10.13.307 (4)(d) A.R.M.]





Linda McCulloch, Superintendent

Montana Office of Public Instruction

PO Box 202501

Helena, Montana 59620-2501

www.opi.state.mt.us

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